

CHAPTER V

NATIONAL EDUCATION DEVELOPMENT PROGRAM

YEAR 2010--2014

5.1 Restructuring Program and Activities of Ministry of National Education

The Ministry of National Education was selected as one of six ministries/ government institution to conduct pilot project for planning and budgeting reform. The resolution is contained in the Financial Memorandum of 2009 (Annex of Presidential Speech in August 2008) and reinforced by Letter of Deputy for Development Funding of Bappenas No: 0298/D.8/01/2009, dated 19 January 2009. The architecture of these restructuring programs and activities are presented in Figure 5.1. The legal foundation of the restructuring plan and budget is the Act no. 17 Year 2003 regarding State Finance and Act no. 25 Year 2004 on National Development Planning System. In this regard, the formulation of Strategic Plan 2010 - 2014 became mandatory for every ministry/government institution. This is intended to provide assurance for the sustainability of programs and to facilitate the new management in carrying out the task. Strategic Plan is also a major requirement in the efforts to achieve accountability and transparency and to improve the quality of output and outcome in the use of the national budget. Strategic Plan will be a guidance of the implementation of programs and activities for every work unit manager in carrying out its duties and functions more accountable.

Planning reforms are intended to clearly illustrate the links between programs, performance indicators, and input for each work unit in the preparation of the Strategic Plan. Planning and budgeting reforms are undertaken to consolidate the re-implementation of performance budgeting based in the Ministry of National Education, especially since MoNE enacted the law on budgeting and finance. In the reform process of planning and budgeting is every echelon I is expected to set one or two program, whereas the echelon II may have one or two activities in accordance with the characteristics of tasks and functions. The entire programs of every echelon I and echelon II activities should reflect the National Priorities Program (Figure 5.1).

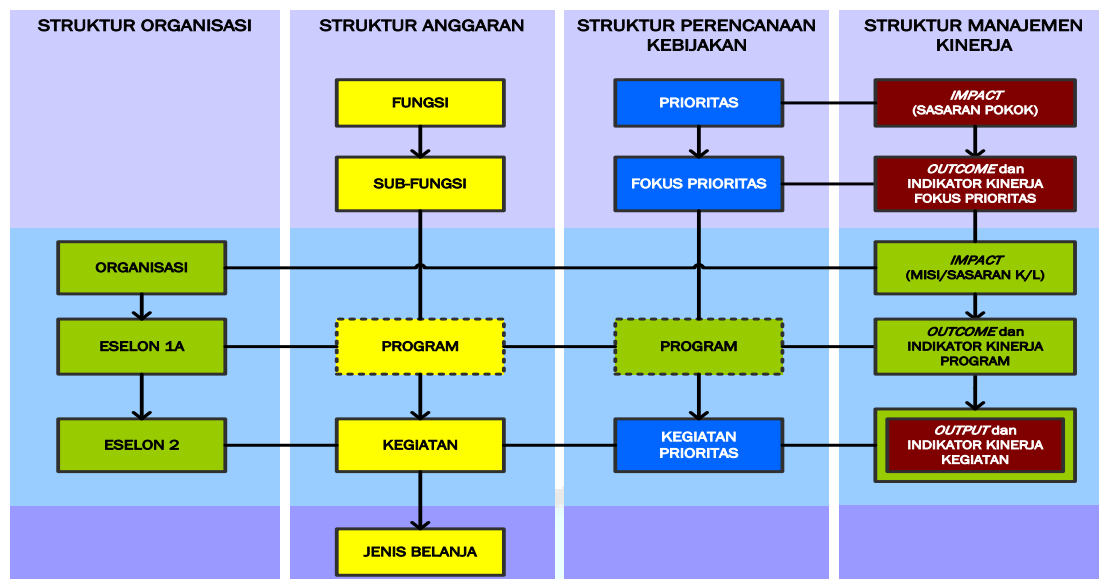


Figure 5.1 Architecture of Restructuring Programs and Activities

Through the planning and budgeting reforms, it is expected to obtain financing picture for the next five years. The government can ensure the budget for the next five years. Preparation of the Strategic Plan should also concern about the fiscal ability to meet the mandate of the law that the Government should provide at least 20% of education budget from the state budget. Strategic Plan 2010 - 2014 was prepared using various assumptions of economic growth, and a combination approach of bottom up and top down with the involvement of all echelon I and echelon II of the Ministry of National Education and Ministry of Religious Affairs. Top down approach implies that this plan considering the availability of budget according to budget estimates. From the implementation side, bottom-up approach is taken to obtain the description of funding that is needed in order to achieve the ideal conditions.

Thus there will be visible gaps between the funding of at least 20% of the state budget with ideal conditions. The challenge now for the government is how to minimize the gap in terms of provision of the budget toward ideal conditions. Once this Strategic Plan is completed, each main unit should translate into measurable annual plan.

5.2 The Division of Authority and Responsibility of Central, Provincial, District and City Government

Indonesia reform movement in general requires the application of principles of democracy, autonomy, and decentralization in the every aspect of this nation. Act no. 20 Year 2003 on National Education System (Act of NES), is a response to the

demands for educational reform. In line with the principle of decentralization, Act no. 32 Year 2004 and Government Regulation No. 38 Year 2007 regulate the implementation and management of education as the authority of the government, provincial governments and district governments.

The Act of NES stipulates that the Minister of National Education is responsible in managing the national education system. The Government determines the national education policies and standards to ensure the quality of national education. Government and/or local government must hold at least one unit of education at all levels of education to be developed into an international level educational unit. Provincial government is to coordinate the organization of education, development of educational worker, and provision of education facilities across the district for elementary and secondary education levels. District/city governments manage primary and secondary education, and education unit based on local advantages. Universities have the autonomy to determine policies and in managing educational in their own institutions.

5.3 Program Grouping

If we refer to the structuring of programs and activities, MoNE has prepared educational development programs associated with the objectives to be achieved in 2014. These programs are prepared based on the level of education and the support necessary for the swift implementation of these programs. The grouping of these programs is as follows.

CODE	PROGRAM
P1	Preschool Education and Primary Education
P2	Secondary Education
P3	Higher Education
P4	Non-formal and Informal Education
P5	Quality and Welfare Improvement for Educator and Educational Workers
P6	Management and Implementation Support of Other Technical Task of MoNE
P7	Accountability Supervision and Development of MoNE Workforce
P8	MoNE Research and Development.

The description each program above is given in the following sub chapters

5.4 Education Program for Preschool and Primary Education

Education programs for preschool and primary education is to support these objectives:

- (1) The availability and affordability of quality and equal preschool education services in all provinces, districts and cities (T1), and
- (2) Ensuring the affordability of quality and equal primary education services in all provinces, districts and cities (T2).

In executing these programs, the following strategies are used:

- (1) The provision and improvement of facilities and infrastructure for the implementation of quality learning systems for TK/TKLB that is evenly distributed across all the provinces, districts and cities (ST3.1);
- (2) Provision of subsidies to increase affordability of quality TK/TKLB education services that s evenly distributed across all the provinces, districts and cities (ST4.1);
- (3) The provision and improvement of facilities and infrastructure for the implementation of quality learning systems in SD/SDLB and SMP/SMPLB that are evenly distributed across all the provinces, districts and cities (ST3.1);
- (4) Provision of subsidies to increase affordability of quality SD/SDLB and SMP/SMPLB educational services that are evenly distributed across all the provinces, districts and cities (ST4.1).

The success of this program can be measured by key performance indicators of achievement as shown in Table 5.1.

Table 5.1
Main Performance Indicator for Preschool and Primary Education Program

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITI ON(200 9)	YEAR				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
IKU1.1	GER OF TK/TKLB	29.3	30.6	32.0	33.5	35.0	36.6
IKU1.1.1	PROVINXE WITH GER > 36.58%	6.1	19.8	33.6	47.4	61.2	75.0
IKU1.1.2	CITY WITH GER >36.58%	22.7	33.1	43.6	54.1	64.5	75.0
IKU1.1.3	DISTRICT WITH GER > 36.58%	26.0	35.8	45.6	55.4	65.2	75.0
IKU1.2	PERCENTAGE OF ACCREDITED TK/TKLB UNIT	48.2	55.6	62.9	70.3	77.6	85.0
IKU1.3	NER OF SD/SDLB	82.94	82.94	83.01	83.29	83.40	83.57
IKU1.3.1	PROVINCE WITH NER > 83.57%	81.8	82.5	83.1	83.7	84.4	85.0
IKU1.3.2	CITY WITH NER > 83.57%	85.3	86.2	87.2	88.1	89.1	90.0
IKU1.3.3	DISTRICT WITH NER 83.57%	71.1	74.9	78.7	82.5	86.2	90.0
IKU1.4	GER DISPARITY OF PRIMARY EDUCATION AMONG DISTRICTS/CITIES	12	12	10	8	5	3
IKU1.5	PERCENTAGE OF DROPPED OUT SD/SDLB STUDENTS	1.7	1.5	1.3	1.1	0.9	0.7
IKU1.6	PERCENTAGE OF SD/SDLB GRADUATES THAT CONTINUE TO SMP/SMPLB	90.0	91.4	92.8	94.2	95.6	97.0
IKU1.7	PERCENTAGE OF SD WITH LIBRARY	19.0	43	57	80	94	100
IKU1.8	PERCENTAGE OF SD WITH COMPUTERS	10	28	46	74	92	100
IKU1.9	PERCENTAGE OF DISTRICTS/CITIES WITH SD SBI/RSBI	28.0	39.4	50.8	62.2	73.6	85.0
IKU1.10	PERCENTAGE OF SD/SDLB WITH GOOD	32.0	41.6	51.2	60.8	70.4	80.0

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITI ON(200 9)	YEAR				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
	UTILIZATION OF KTSP						
IKU 1.11	PERCENTAGE OF SD/SDLB WITH SNP ACCREDITED MINIMAL B	30	35	40	50	60	70
IKU1.12	GER OF SMP/SMPLB	71.7	72.0	73.3	73.7	75.4	76.5
IKU1.12.1	PROVINCE WITH GER > 76.53%	36.4	47.1	57.8	68.5	79.3	90.0
IKU1.12.2	CITY WITH GER> 76.53%	89.5	87.6	85.7	83.8	81.9	80.0
IKU1.12.3	DISTRICT WITH GER >76.53%	34.8	44.8	54.9	64.9	75.0	85.0
IKU1.13	NER OF SMP/SMPLB	55.37	55.97	56.8	57.1	57.7	58.2
IKU1.13.1	PROVINCE WITH NER > 58.17%	3.0	20.4	37.8	55.2	72.6	90.0
IKU1.13.2	CITY WITH NER > 58.17%	28.4	38.7	49.1	59.4	69.7	80.0
IKU1.13.3	DISTRICT WITH NER >58.17%	3.6	19.9	36.2	52.4	68.7	85.0
IKU1.14	GENDER EQUALITY RATIO OF SMP/SMPLB	97.0	97.2	97.4	97.6	97.8	98.0
IKU1.15	PERCENTAGE OF DROPPED OUT SMP/SMPLB STUDENT	1.99	1.8	1.6	1.4	1.2	1.0
IKU1.16	PERCENTAGE OF SMP WITH COMPUTER/ICT LAB	38.5	45.5	52.6	59.6	66.7	73.7
IKU1.17	PERCENTAGE OF SMP WITH SCIENCE LAB	72.5	77.5	82.5	87.5	92.5	97.5
IKU1.18	PERCENTAGE OF SMP WITH LIBRARY	79.5	83.6	87.7	91.8	95.9	100.0
IKU1.19	PERCENTAGE OF CITY WITH SMP SBI/RSBI	20	33	46	59	72	85
IKU1.20	PERCENTAGE OF DISTRICT WITH SMP SBI/RSBI	44	50	56	63	69	75
IKU1.21	PERCENTAGE OF SMP/SMPLB WITH GOOD UTILIZATION OF KTSP	33.0	44.4	55.8	67.2	78.6	90.0

The targets for Education Program for Preschool and Primary Education are achieved through the following activities:

- (1) Provision of Preschool Education Service
- (2) Assurance of the Affordability of Elementary Education Service
- (3) Provision of Subsidies for Qualified SD/SDLB Education
- (4) Assurance of the Affordability of Junior Secondary Education
- (5) Provision of Subsidies for Qualified SMP/SMPLB
- (6) Improving Access and Quality of PK and PLK of TKLB/SDLB/SMPLB
- (7) Management and Implementation Support of Other Technical Task of Preschool and Elementary Education

5.5 Secondary Education Program

The program is intended to support the objectives of the availability and affordability of quality, relevant, and equal secondary education services, in all provinces, districts and cities (T3). In implementing this program, use the following strategy.

- (1) The provision and improvement of facilities and infrastructure for the implementation of quality high school learning system that is evenly distributed throughout the provinces, districts and cities (ST3.1);

- (2) The provision and improvement of facilities and infrastructure for the implementation of quality vocational learning system based on local advantages and relevant to the needs of the region that is evenly distributed throughout the provinces, districts and cities (ST3.1);
- (3) Provision of subsidies to increase affordability of quality SMA/SMLB/SMK education services that are evenly distributed throughout the provinces, districts and cities (ST4.1).

The success of this program can be measured by key performance indicators of achievement as shown in Table 5.2.

Table 5.2
Main Performance Indicator for Secondary Education Program

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITI ON (2009)	TAHUN				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
IKU2.1	APK SMA/SMLB/SMK	58.6	61.8	64.6	66.4	68.3	70.7
IKU2.1.1	PROVINCE WITH GER > 70.68%	27.3	39.8	52.4	64.9	77.5	90.0
IKU2.1.2	CITY WITH GER > 70.68%	71.6	73.3	74.9	76.6	78.3	80.0
IKU2.1.3	DISTRICT > WITH GER 70.68%	18.3	31.6	45.0	58.3	71.7	85.0
IKU2.2	RATIO OF GENDER EQUALITY IN SMA/SMK/SMLB	72	77	81	86	91	95
IKU2.3	PERCENTAGE OF SMA/SMLB WITH E-LIBRARY	5	10	15	20	25	30
IKU2.4	PERCENTAGE OF SMA/SMLB WITH PHYSICS, CHEMISTRY AND BIOLOGY LABORATORIUM.	38	52	65	79	92	100
IKU2.5	PERCENTAGE OF SMA/SMLB WITH MULTIMEDIA LABORATORIUM	3.5	10.0	20.0	35.0	55.0	75.0
IKU2.6	PERCENTAGE OF DISTRICT/CITY WITH SMA SBI/RSBI	18.0	28.4	38.8	49.2	59.6	70.0
IKU2.7	PERCENTAGE OF DISTRICT/CITY WITH SMA THAT BASED ON LOCAL ADVANTAGES	5.0	12.0	19.0	26.0	33.0	40.0
IKU2.8	PERCENTAGE OF SMA/SMLB WITH PUP3B ORIENTATION	0.0	16.0	32.0	48.0	64.0	80.0
IKU2.9	PERCENTAGE OF SMA/SMLB WITH GOOD UTILIZATION OF KTSP	60.0	67.0	74.0	81.0	88.0	95.0
IKU2.10	NUMBER OF SMA/SMLB THAT IS ISO 9001:2008 CERTIFIED	0.4	7.0	13.5	20.0	26.6	33.1
IKU2.11	PERCENTAGE OF SMK WITH MULTIMEDIA BASED LIBRARY.	10	20	40	60	80	100
IKU2.12	PERCENTAGE OF SMK WITH WORKSHOP THAT FOLLOW THE FACILITIES AND INFRASTRUCTURE STANDARDS FOR SMK	60	68	76	84	92	100
IKU2.13	PERCENTAGE OF SMK WITH SCIENCE LABORATOIRUM THAT FOLLOW THE FACILITIES AND INFRASTRUCTURE STANDARD FOR SMK	34	47	60	73	86	100
IKU2.14	PERCENTAGE OF SMK WITH LANGUANGE	43	54	66	77	89	100

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITI ON (2009)	TAHUN				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
	LABORATORIUM BAHASA THAT FOLLOW THE FACILITIES AND INFRASTRUCTURE STANDARD FOR SMK						
IKU2.15	PERCENTAGE OF SMK WITH MULTIMEDIA LABORATORIUM THAT FOLLOW THE FACILITIES AND INFRASTRUCTURE STANDARD FOR SMK	63	70	78	85	93	100
IKU2.16	PERCENTAGE OF DISTRICT/CITY WITH SMK RSBI/SBI	60.0	62.0	64.0	66.0	68.0	70.0
IKU2.17	PERCENTAGE OF DISTRICT/CITY WITH SMK THAT BASED ON LOCAL ADVANTAGES	40.0	49.0	58.0	67.0	76.0	85.0
IKU2.18	PERCENTAGE OF SMK WITH PUP3B ORIENTATION	0.0	16.0	32.0	48.0	64.0	80.0
IKU2.19	PERCENTAGE OF SMK WITH GOOD UTILIZATION OF KTSP	50.0	57.0	64.0	71.0	78.0	85.0
IKU2.20	PERCENTAGE OF SMK THAT IS ISO 9001:2000/ 9001:2008 CERTIFIED	7.0	25.6	44.2	62.8	81.4	100.0
IKU2.21	PERCENTAGE OF SMK BERKEMITRAAN DG INDUSTRI KREATIF	19.2	23.4	27.5	31.7	35.8	40.0

Secondary Education Program targets are achieved through the following activities.

- (1) Provision and Improvement of SMA/SMLB Education Services;
- (2) Provision and Improvement of SMK/Vocational Education Service;
- (3) Increasing Access and Quality of PK and CPLK of SMA/SMLB;
- (4) Management and Implementation Support of Other Technical Task of Secondary Education

5.6 Higher Education Program

The program is intended to support the objectives of the availability and affordability of high-quality, relevant, internationally competitive, and equal higher education services, in all provinces (T4).

In implementing this program, the following strategies are used:

- (1) Provision of competent lecturer to support the implementation of quality and competitive Tridharma of University (ST1.1);
- (2) Improvement of quality of university management to support the implementation of competitive and accountable Tridharma (ST1.2);
- (3) Provision and improvement of facilities and infrastructure for the implementation of quality and competitive learning systems in higher education that is evenly distributed throughout the province (ST3.1);

- (4) Increased publication of results of research and community services that are high-quality, internationally competitive, and relevant to the needs of the nation;
- (5) Provision of subsidies to increase affordability of quality higher education services that are evenly distributed across provinces (ST4.1).

The success of this program can be measured by key achievement performance indicators as shown in Table 5.3.

Table 5.3
Main Performance Indicator for Higher Education Program

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010	2011	2012	2013	2014
IKU3.1	APK PT DAN PTA USIA 19-23 THN *)	21.60%	22.80%	25.10%	26.75%	28.60%	30.0%
IKU3.2	RATIO KESETARAAN GENDER PT	116.7%	111.8%	107.9%	104.6%	104.5%	104.0%
IKU3.3	JUMLAH PTN MENJADI BHPP	0	7	7	12	27	60
IKU3.4	JUMLAH PTS BHPM	0	50	150	250	400	600
IKU3.5	JUMLAH PTN BERBADAN HUKUM BEROPINI WTP	6	7	9	11	20	37
IKU3.6	JUMLAH PTS BHPM BEROPINI WTP	0	5	25	75	125	200
IKU3.7	NUMBER OF STATE UNIVERSITY WITH ISO 9001:2008 CERTIFICATION	17%	33%	67%	83%	100%	100%
IKU3.8	NUMBER OF PRIVATE UNIVERSITY WITH ISO 9001:2008 CERTIFICATION	10%	15%	25%	35%	40%	50%
IKU3.9	PERCENTAGE OF UNIVERSITY COURSE PROGRAM WITH ACCREDITATION MINIMAL B	64.8%	67.8%	70.9%	73.9%	77.0%	80.0%
IKU3.10	NUMBER OF COURSE PROGRAM WITH INTERNATIONAL ACCREDITATION	0	3	3	5	5	7
IKU3.11	NUMBER OF UNIVERSITY LISTED IN THES 300 WORLD BEST UNIVERSITIES	1	1	2	2	3	3
IKU3.12	NUMBER OF UNIVERSITY LISTED IN THES 500 WORLD BEST UNIVERSITIES	3	3	5	6	8	11
IKU3.13	NUMBER OF UNIVERSITY LISTED IN THES 200 ASIA BEST UNIVERSITIES	8	8.0	9.0	10.0	11.0	12.0
IKU3.14	NUMBER OF QS STAR VERSION 4-5 STARRED UNIVERSITY	0	6.0	9.0	13.0	16.0	20.0
IKU3.15	NUMBER OF QS STAR VERSION 1-3 STARRED UNIVERSITY	0	15.0	90.0	150.0	200.0	250.0
IKU3.16	NUMBER OF UNIVERSITY WITH PUP3B ORIENTATION	11	69.0	127.0	184.0	242.0	300.0
IKU3.17	NUMBER OF UNIVERSITY WITH ISO 17025 (OR EQUAL) CERTIFICATION	6	9	13	17	22	27
IKU3.18	NUMBER OF UNIVERSITY WITH GDLN MEMBERSHIP	363	390.0	418.0	445.0	473.0	500.0
IKU3.19	RATIO OF VOCATION STUDENTS : TOTAL OF BACHELOR DEGREE AND VOCATION STUDENTS	17.20%	19%	21%	24%	27%	30.0%
IKU3.20	GER OF COURSE PROGRAM IN NATURAL SCIENCE AND TECHNOLOGY(AGED 19-23)	3.63%	4.1%	5.0%	6.0%	8.0%	10.0%
IKU3.21	PERCENTAGE OF LECTURER FOR DIPLOMA/BACHELOR PROGRAMS WITH MASTER QUALIFICATION	57.8%	62.5%	67.5%	75.0%	82.50%	90%

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010	2011	2012	2013	2014
IKU3.22	PERCENTAGE OF POSTGRADUATE LECTURER WITH DOCTORAL QUALIFICATION	56.2%	60.0%	65.0%	75%	82.50%	90.0%
IKU3.23	PERCENTAGE CERTIFIED UNIVERSITY LECTURER	15.4%	23.0%	36.0%	49.0%	62.0%	75.0%
IKU3.24	PERCENTAGE UNIVERSITY WITH ACCESS TO E-JOURNAL	23.3%	32.6%	42.0%	51.3%	60.7%	70.0%
IKU3.25	PERCENTAGE OF UNIVERSITY LECTURER WITH NATIONAL PUBLICATION	6.0%	14.8%	23.6%	32.4%	41.2%	50.0%
IKU3.26	PERCENTAGE OF POSTGRADUATE LECTURER WITH INTERNATIONAL PUBLICATION	0.2%	1.20%	2.20%	3.70%	4.90%	6.5%
IKU3.27	NUMBER OF PUBLISHED HAKI (COPYRIGHT)	65	75	95	110	130	150
IKU3.28	PERCENTAGE OF SCHOLARSHIP AWARDED STUDENTS	6%	10%	15%	20%	20%	20%

The targets of Higher Education Program are achieved through the following activities.

- (1) Provision of Academic Service for Study Program;
- (2) Provision of Institutional Services;
- (3) Provision of Quality Lectures and Education Workforce;
- (4) Development for Research and Community Services;
- (5) Management and Implementation Support of Other Technical Task of Higher Education.

5.7 Non-Formal and Informal Education Program

The program is conducted to support the following goals.

- (1) Availability and affordability of quality and equal Early Childhood services in all provinces, districts and cities (T1);
- (2) Ensuring the affordability of quality and equal primary education services in all provinces, districts and cities (T2);
- (3) Availability and affordability of high quality, relevant and equal education services in All provinces, districts and cities (T3);
- (4) Availability and affordability of Continuing Education Services for Adult People that are high quality and relevant to community needs (T5).

In implementing this program, the following strategies are used/

- (1) Provision of subsidies to finance the implementation of the quality Non-Formal Early Childhood learning system that is evenly distributed throughout the provinces, districts and cities (ST4.2);
- (2) Provision of subsidies to finance the implementation of quality Paket A and B learning systems that are evenly distributed in all provinces, districts and cities (ST4.2);
- (3) Provision of subsidies to finance the implementation of quality Packet C learning system that is evenly distributed throughout the provinces, districts and cities (ST4.2);
- (4) Provision of subsidies to finance the implementation of quality education for adult people learning system that is evenly distributed throughout the districts and cities (ST4.2).

The success of this program can be measured by key performance indicators of achievement as shown in Table 5.4.

Table 5.4 Main Performance Indicator for Non Formal and Informal Education Program

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDIT ION (2009)	TAHUN				
			2010	2011	2012	2013	2014
IKU4.1	GER OR NON FORMAL PAUD (EARLY CHILDHOOD EDUCATION)	10.68	11.31	11.94	12.57	13.20	13.83
IKU4.2	PERCENTAGE OF ACCREDITED NONFORMAL PAUD UNIT	0.0	0.0	2.5	6.0	10.0	15.0
IKU4.3	GER OF PAKET A	0.50	0.56	0.57	0.58	0.58	0.57
IKU4.4	GER OF PAKET B	3.78	3.75	3.75	3.73	3.74	3.75
IKU4.5	GER OF PAKET C	1.92	1.99	2.05	2.11	2.17	2.22
IKU4.6	PERCENTAGE OF ILLETIRACY > 15 YEARS OLD	5.7	5.4	5.2	4.8	4.5	4.2
IKU4.6.1	PERCENTAGE OF PROVINCE WITH ILLITERACY RATE < 4.2%	69.7	74.8	79.8	84.9	89.9	95.0
IKU4.6.2	PERCENTAGE OF CITY WITH ILLITERACY RATE < 4.2%	70.0	75.0	80.0	85.0	90.0	95.0
IKU4.6.3	PERCENTAGE OF DISTRICT WITH ILLITERACY RATE < 4.2%	60.0	65.0	70.0	75.0	80.0	85.0
IKU4.7	RATIO OF GENDER EQUAL ILLETIRACY ERIDICATION	97.3	97.6	97.8	98.0	98.0	98.0
IKU4.8	PERCENTAGE OF DISTRICT/CITY WITH SKB	75.9	78.9	81.9	84.9	87.9	90.0
IKU4.9	PERCENTAGE OF SUBDISTRICT WITH PKBM	40.0	48.0	56.0	64.0	72.0	80.0
IKU4.10	PERCENTAGE OF SUBDISTRICT WITH TBM	40.0	48.0	56.0	64.0	72.0	80.0
IKU4.11	PERCENTAGE OF DISTRICT/CITY WITH GENDER MAINSTREAMING	5.0	14.0	23.0	32.0	41.0	50.0
IKU4.12	PERCENTAGE OF COMPETENT CERTIFIED PKH GRADUATES	4	5	10	15	20	25
IKU4.13	PERCENTAGE SUKMA HOLDER WHICH TAKE PKH	2	5	9	16	19	20
IKU4.14	PERCENTAGE OF 16-35 YEARS OLF YOUNG ADULTS WHO DO NOT GO TO SCHOOL BUT TAKING PKH	12.0	15.6	19.2	22.8	26.4	30.0
IKU 4.15	PERCENTAGE OF DISTRICT/CITY WITH	0%	0%	10%	20%	35%	50%

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDIT ION (2009)	TAHUN				
			2010	2011	2012	2013	2014
	PARENTING EDUCATION SERVICES						
IKU 4.16	PERCENTAGE OF DISTRICT/CITY WITH HOMESCHOOLING FACILITATION SERVICES	0%	0%	10%	20%	35%	50%

The targets of Non-formal and Informal Education Program are achieved through the following activities.

- (1) Provision of Non-Formal Early Childhood Education Services;
- (2) Provision of Equality Educational Service;
- (3) Provision of Course Services and Training;
- (4) Provision of Community Education Service;
- (5) Management and Implementation Support of Other Technical Task of Non Formal and Informal Education;

5.8 Quality and Welfare Improvement Program for Educators and Educational Workers

The program is conducted to support the following objectives.

- (1) Availability and affordability of quality and equal early childhood services in all Provinces, Districts and Cities (T1);
- (2) Ensuring the quality and equal Primary Education Services in all Provinces, Districts and Cities (T2);
- (3) Availability and affordability of quality, relevant and equal Secondary Education Services, in all Provinces, Districts and Cities (T3)
- (4) Availability and affordability of Continuing Education Services for Adult People that are high quality and relevant to community needs (T5).

In implementing this program, the following strategies are used.

- (1) The provision of competent early childhood educators that is evenly distributed in all provinces, districts and cities which include the fulfilment of competent TK/TKLB teachers and provision of competent tutors for non-formal ECD (ST1.1);
- (2) The provision of competent early childhood management that is evenly distributed throughout the provinces, districts and cities, which includes the fulfilment of the educational unit heads, supervisors, and administrative staff (ST2.1);
- (3) Provision of competent primary education teachers that is evenly distributed in all provinces, districts and cities, including the fulfilment of SD/SDLB and SMP/SMPLB teachers and competent tutors for Paket A and Paket B (ST1.1);

- (4) Provision of competent SD/SDLB and SMP/SMPLB management and competent Paket A and Paket B that is evenly distributed in all provinces, districts and cities, including the fulfilment of the educational unit heads, supervisors, and administrative staff (ST2.1).
- (5) Provision of competent secondary education teachers that is evenly distributed in all provinces, districts and cities, including the fulfilment of a SMA/SMLB/SMK teachers and competent tutors for Paket C (ST1.1);
- (6) Provision of competent SMA/SMLB/SMK and Paket C management that is evenly distributed in all provinces, districts and cities, including the fulfilment of the educational unit heads, supervisors, and administrative staff (ST2.1);
- (7) Provision of competent tutors that are evenly distributed in all provinces, districts, and cities that include the fulfilment of competent tutors for functional literacy and life skills education (ST1.1);

The success of this program can be measured by the key performance indicators of achievement as shown in Table 5.5.

Table 5.5
Main Performance Indicator for Quality and Welfare Improvement Program for Educator and Educational Worker

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
IKU5.1	PERCENTAGE OF BACHELOR (S1/D4) TK/TKLB QUALIFIED TEACHERS	14.49	15.30	16.40	22.50	55	85.00
IKU5.2	PERCENTAGE OF BACHELOR (S1/D4) NON FORMAL PAUD QUALIFIED TEACHERS	5	7	10	15	20	25
IKU5.3	PERCENTAGE OF FORMAL TK/TKLB TEACHERS WITH EDUCATOR CERTIFICATION	9.70	12	13	22	60	85.00
IKU5.4	PERCENTAGE OF TK/TKLB TEACHERS THAT PARTICIPATED IN PPB	5	15	25	35	45	55
IKU5.5	PERCENTAGE OF NON FORMAL PAUD TUTORS TEACHERS THAT PARTICIPATED IN PPB	5	15	25	35	45	55
IKU5.6	PERCENTAGE OF HEAD OF TK/TKLB WHO PARTICIPATE IN PPB ACCORDING TO DISTRICT/CITY	5	10	25	45	70	90
IKU5.7	PERCENTAGE OF TK/TKLB THAT TAKE EDUCATION QUALITY ASSURANCE	53	60	67	74	80	90
IKU5.8	PERCENTAGE OF BACHLEOR (S1/D4) QUALIFIED SD/SDLB TEACHERS	24.59	35.60	46.30	57.90	68	82.00
IKU5.9	PERCENTAGE SD/SDLB TEACHERS WITH EDUCATOR CERTIFICATION	14.00	26.30	40.40	54.90	67.50	80.00
IKU5.10	PERCENTAGE OF SD/SDLB TEACHER WHO PARTICIPATE IN PPB	14.00	25.30	37.3	51.30	65.30	80.00
IKU5.11	PERCENTAGE OF TUTOR OF PAKET A WHO PARTICIPATE INI PPB	6.00	15.80	25.60	35.40	45.20	55.00
IKU5.12	PERCENTAGE OF HEAD OF SD/SDLB WHO PARTICIPATE IN PPB ACCORDING TO DISTRICT/CITY	5	10	25	45	70	90

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
IKU5.13	PERCENTAGE OF SD/SDLB SUPERVISOR WHO PARTICIPATE IN PPB ACCORDING TO DISTRICT/CITY	5	10	25	50	70	95
IKU5.14	PERCENTAGE OF SD/SDLB THAT TAKE EDUCATION QUALITY ASSURANCE	70	75	80	85	90	95
IKU5.15	PERCENTAGE OF BACHELOR (S1/D4) QUALIFIED SMP/SMPLB TEACHERS	73.39	77.10	82.80	87.20	92.30	98.00
IKU5.16	PERCENTAGE OF SMP/SMPLB TEACHERS WITH EDUCATOR CERTIFICATION	32.80	44.00	56.00	67.00	79.00	90.00
IKU5.17	PERCENTAGE OF SMP/SMPLB TEACHERS WHO PARTICIPATE IN PPB	32.80	44.00	56.00	67.00	79.00	90.00
IKU5.18	PERCENTAGE OF TUTOR OF PAKET B WHO PARTICIPATE IN PPB	7.00	16.60	26.20	35.80	45.40	55.00
IKU5.19	PERCENTAGE OF HEAD OF SMP/SMPLB WHO PARTICIPATE IN PPB ACCORDING TO DISTRICT/CITY	5	10	25	45	70	90
IKU5.20	PERCENTAGE OF SMP/SMPLB SUPERVISOR WHO PARTICIPATE IN PPB ACCORDING TO DISTRICT/CITY	5	10	25	50	75	90
IKU5.21	PERCENTAGE OF SMP/SMPLB THAT TAKE EDUCATION QUALITY ASSURANCE	66	71	76	81	86	92
IKU5.22	PERCENTAGE OF S1/D4 QUALIFIED SMA/SMLB TEACHERS	91.16	92.20	93.90	95.80	97.30	98.00
IKU5.23	PERCENTAGE OF GURU SMA/SMLB WITH EDUCATOR CERTIFICATION	41.00	51.00	61.00	70.00	80.00	90.00
IKU5.24	PERCENTAGE OF SMA /SMLB TEACHERS WHO PARTICIPATE IN PBB	41.00	51.00	61.00	70.00	80.00	90.00
IKU5.25	PERCENTAGE OF TUTOR OF PAKET C WHO PARTICIPATE IN PBB	5.00	14.00	23.00	32.00	41.00	50.00
IKU5.26	PERCENTAGE OF HEAD OF SMA/SMLB WHO PARTICIPATE IN PBB MENURUT DISTRICT/CITY	5	10	25	45	70	90
IKU5.27	PERCENTAGE OF SMA/SMLB SUPERVISOR WHO PARTICIPATE IN PBB MENURUT DISTRICT/CITY	5	10	25	50	75	90
IKU5.28	PERCENTAGE OF SMA/SMLB THAT TAKE EDUCATION QUALITY ASSURANCE	69	74	79	87	92	95.
IKU5.29	PERCENTAGE OF BACHELOR (S1/D4) QUALIFIED SMK TEACHERS	85.77	87.60	89.50	93.60	95.40	98.00
IKU5.30	PERCENTAGE OF SMK TEACHERS WITH EDUCATOR CERTIFICATION	32.00	44.00	55.00	67.00	78.00	90.00
IKU5.31	PERCENTAGE OF SMK TEACHERS WITH COMPETENCY CERTIFICATION	15.00	18.00	21.00	24.00	27.00	30.00
IKU5.32	PERCENTAGE OF SMK TEACHERS WHO PARTICIPATE IN PBB	32.00	44.00	55.00	67.00	78.00	90.00
IKU5.33	PERCENTAGE OF HEAD OF SMK WHO PARTICIPATE IN PBB ACCORDING TO DISTRICT/CITY	5	10	25	45	70	90
IKU5.34	PERCENTAGE OF SMK SUPERVISOR WHO PARTICIPATE IN PBB ACCORDING TO DISTRICT/CITY	5	10	25	50	75	95
IKU5.35	PERCENTAGE OF TUTOR OF PAKET C KEJURUAN WHO PARTICIPATE IN PBB	0.00	0.00	0.00	5.00	15.00	25.00
IKU5.36	PERCENTAGE OF SMK THAT TAJE EDUCATION QUALITY ASSURANCE	69	75	81	86	90	95

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
IKU5.37	PERCENTAGE OF TUTOR OF LITERACY EDUCATION WHO PARTICIPATE IN PBB	30.00	38.00	46.00	54.00	62.00	70.00
IKU5.38	PERCENTAGE OF COURSES SERVICES LECTURER WHO PARTICIPATE IN COMPETENCY TRAINING	10.00	19.00	28.00	37.00	46.00	55.00
IKU5.39	PERCENTAGE OF LEARNING TUTORS WHO PARTICIPATE IN PBB	50	52	54	56	58	60
IKU5.40	PERCENTAGE OF INSPECTOR WHO PARTICIPATE IN PBB	50	60	70	75	85	90
IKU5.41	PERCENTAGE OF NON FORMAL EDUCATION UNIT WORKERS WHO PARTICIPATE IN COMPETENCY TRAINING	45	55	60	65	75	80
IKU5.42	PERCENTAGE OF EDUCATIRS AND EDUCATIONAL WORKERS WHO RECEIVE WELFARE ALLOWANCES	5	10	15	20	25	30

The targets of Quality and Welfare Improvement Program for Educators and Education Workers are achieved through the following activities.

- (1) Provision of Teachers for All Education Level;
- (2) Provision of Educator and Educational Workers for Non-formal Education;
- (3) Improvement of quality and Fostering for educational training and education quality assurance institutions;
- (4) Education and Training for Educator and Educational Worker;
- (5) Improvement of Quality Education Assurance;
- (6) Provision of Formal Educational Worker for All Levels of Education;
- (7) Management and Implementation Support of Other Technical Task of Ditjen PMPTK.

5.9 Management and Implementation Support Program of Other Technical Task of MoNE

The program is conducted to support the objectives of management strengthening to ensure the implementation of excellent educational service (T6). In implementing this program, the following strategies are used.

- (1) Strengthening the institutional, work procedures, and human resources of MoNE (ST5.1);
- (2) Strengthening the planning systems within MoNE work environment (ST5.2);
- (3) Strengthening the recording systems within MoNE work environment (ST5.3).

The success of this program can be measured by the key performance indicators of achievement as shown in Table 5.6.

Table 5.6

Main Performance Indicator for Management and Implementation Support Program of Other Technical Task of MoNE

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010	2011	2012	2013	2014
IKU.6.1	PERCENTAGE OF CENTRAL UPT UNIT IN REGION THAT APPLIES ISO 9001-2008 STANDARD	10	20.0	30.0	40.0	50.0	60.0
IKU.6.2	PERCENTAGE OF WORKUNIT IN MAIN UNIT WORK ENVIRONMENT THAT APPLIES ISO 9001-2008 STANDARD	0	100.0	100.0	100.0	100.0	100.0
IKU.6.3	SCORE OF LAKIP OF THE MINISTRIES	75	76	77	77	78	79
IKU.6.4	FINANCIAL REPORT OF INTEGRATED/CONSOLIDATED MAIN UNIT THAT FOLLOW THE REGULATION	75,5	100	100	100	100	100
IKU.6.5	PERCENTAGE OF MAIN UNIT THAT APPLIES PERFORMANCE BASED MANAGEMENT	40	50.0	75.0	100.0	100.0	100.0
IKU.6.6	PERCENTAGE OF WORK UNIT WITH TOTAL STAFF ABSENCE RATE LESS THAN 99% (BASIS : OH)	30	95.0	98.0	99.0	100.0	100.0
IKU.6.7	PERCENTAGE OF MINISTRY STAFFS WHO ARE ONLINE CONNECTED	90	100.0	100.0	100.0	100.0	100.0
IKU.6.8	LEVEL OF E-ADMINISTRATION APPLICATION IN THE MINISTRY (PERSEN)	84	80.0	100.0	100.0	100.0	100.0
IKU.6.9	DECISION SUPPORT SYSTEM THAT IS OPTIMALLY APPLIED IN THE MINISTRY.	60	80	100	100	100	100
IKU.6.10	REMUNERATION SYSTEM BASED ON PERFORMANCE APPLIED WITHIN THE MINISTRY	0	0	0	100	100	100
IKU.6.11	PERCENTAGE OF COURSE SUBJECTS IN PRIMARY AND SECONDARY EDUCATION WHICH TEXTBOOK COPYRIGHTS HAVE BEEN PURCHASED (N TOTAL= 885 BOOKS OF COURSES)	29	52,0	64,0	76,0	88.0	100.0
IKU.6.12	NUMBER OF MAPPED LOCAL LANGUAGE (N TOTAL = 746)	38	510	590	670	725	746
IKU.6.13	PERCENTAGE OF FORMAL EDUCATION UNIT AND WORK UNIT THAT ARE CONNECTED ONLINE	35	28.0	40.0	52.0	64.0	76.0
IKU.6.14	PERCENTAGE OF PROVINCE WITH MINIMUM ONE PRIMARY AND SECONDARY EDUCATION UNIT WHICH APPOINTED AS THE PILOT HEALTH PROMOTING SCHOOL	21	50	75	100	100	100
IKU.6.15	PERCENTAGE OF PLAN DOCUMENT WHICH IS AUTHORIZED BY THE MoF AT THE FIRST MONTH OF EACH YEAR (WITH NO BLOCKAGE)	90	90	95	98	98	98
IKU.6.16	PERCENTAGE FOLLOWED UP BILATERAL, REGIONAL, DAN MULTILATERAL COOPERATION IN EDUCATION	70%	90%	100%	100%	100%	100%

The targets of Management and Implementation Support Program of Other Technical Task of MoNE are achieved through the following activities.

- (1) Prime Service Improvement in Planning and Foreign Cooperation of MoNE;
- (2) Prime Service Improvement in supporting the Public Service Ruction of MoNE;

- (3) Prime Service Improvement in Procurement and BMN Reorganization and the facilities and infrastructures of MoNE;
- (4) Prime Service Improvement in Budget Management Division;
- (5) Improvement of reliable Management and Development of staffing
- (6) Prime Service Improvement in Prima Regulation and Organization;
- (7) Prime Service Improvement in the Information and Public Relations;
- (8) Prime Service Improvement in supporting Educational services and Employees Training;
- (9) Provision of High Quality and Low Cost Textbook;
- (10) Development of Information and Communications Technology (ICT) for the Utilization of E-Learning and E-Administration;
- (11) Research, Development, Coaching, and Services in Linguistic and literary;
- (12) Quality Improvement of Student's Physical Condition and the Development of Health Promoting Schools;
- (13) Development of Open and Distance Education (PTJJ) in Southeast Asia

5.10 Accountability Supervision and Improvement of MoNE Workforce Program

The program is conducted to support the objectives of management strengthening to ensure the delivery of excellent educational service (T6). In implementing this program, the Strengthening the Internal Control System strategy is used (ST5.4). The success of this program can be measured by the key performance indicators of achievement as shown in Table 5.7.

Table 5.7

Main Performance Indicator for Accountability Supervision and Improvement of MoNE Workforce Program

NO	MAIN PERFORMANCE INDICATOR	INITIAL	TAHUN				
		CONDITION (2009) (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
IKU7.1	PERCENTAGE OF WORK UNIT WITH AUDIT FINDINGS WITH CONSEQUENCES THAT MUST DEPOSIT CASH TO THE STATE ACCOUNT > 500 MILLIONS	21.0	18.0	15.0	12.0	9.0	6.0
IKU7.2	PERCENTAGE OF WORK UNIT WITHIN THE MINISTRY WITH SPI	8.5	45	80	100	100	100
IKU7.3	PERCENTAGE OF AUDIT FINDING RESOLUTION	72,2	73,3	75.1	76.9	78.8	80.7

The targets of Accountability Supervision and Improvement of MoNE Workforce Program are achieved through the following activities.

1. Strengthening and expansion of the control for Accountable Region I, II, III, and IV
2. Investigative Audit;
3. Management and Implementation Support of Other Technical Task of Inspectorate General education.

5.11 Education Research and Development Program

The program is conducted to support the following objectives.

- (1) The availability and affordability of quality and equal early childhood education services in All Provinces, Districts and Cities (T1);
- (2) Ensuring the affordability of quality and equal Primary Education Services in All Provinces, Districts and Cities (T2);
- (3) The availability and affordability of quality, relevant and equal Secondary Education Services, in All Provinces, Districts and Cities (T3);
- (4) The availability and affordability of quality, relevant, internationally competitive and equal Higher Education Service Quality in All Provinces (T4);
- (5) The availability and affordability of Continuing Education Service for Adult People, that are high quality and relevant to Community Needs (T5).

In implementing this program, following strategies are used.

- (1) Provision and development of learning systems, data and research-based information, and quality standards of early childhood education and the implementation of early childhood education accreditation (ST2.1, ST2.2);
- (2) The provision and development of learning systems, data and research-based information and quality standard of Primary Education and the implementation of Primary Education accreditation (ST2.1, ST2.2);
- (3) The provision and development of learning systems, data and research-based information and quality standards of Secondary Education and the implementation of Secondary Education accreditation (ST2.1, ST2.2);
- (4) Provision of data and research-based information and quality standards for of Higher Education and the implementation of Higher Education accreditation (ST2.1, ST2.2);
- (5) The provision and development of learning systems, data and research-based information, and quality standards of functional literacy, life skills education, homeschooling and parental education and the implementation of accreditation of education institution unit for adult people (ST2.1, ST2.2).

The success of this program can be measured by the key performance indicators of achievement as shown in Table 5.8.

Table 5.8 Main Performance Indicator for Education Research and Development Program of MoNE

NO	MAIN PERFORMANCE INDICATOR	INITIAL CONDITION (2009)	TAHUN				
			2010	2011	2012	2013	2014
IKU8.1	PERCENTAGE OF ACCREDITED FORMAL PAUD UNIT	48.2%	55.6%	62.9%	70.3%	77.6%	85.0%
IKU8.2	PERCENTAGE OF ACCREDITED NON FORMAL PAUD UNIT	0.0%	0.0%	2.5%	6.0%	10.0%	15.0%
IKU8.3	PERCENTAGE ACCREDITED SD/SDLB	65.4%	70.2%	75.2%	80.1%	85.1%	90.0%
IKU8.4	PERCENTAGE OF ACCREDITED PROGRAM OF PAKET A	0.0%	0.0%	5.0%	15.0%	27.0%	40.0%
IKU8.5	PERCENTAGE OF ACCREDITED SMP/SMLB	0.61	66.8%	72.6%	78.4%	84.2%	90.0%
IKU8.6	PERCENTAGE OF ACCREDITED PROGRAM OF PAKET B	0.0%	0.0%	5.0%	15.0%	27.0%	40.0%
IKU8.7	PERCENTAGE OF ACCREDITED SMA/SMLB	64.7%	70.7%	76.8%	82.9%	88.9%	95.0%
IKU8.8	PERCENTAGE OF ACCREDITED PROGRAM OF PAKET C	2.0%	5.0%	10.0%	22.0%	35.0%	50.0%
IKU8.9	PERCENTAGE OF ACCREDITED VOCATIONAL PROGRAM OF PAKET C	0.0%	0.0%	0.0%	5.0%	15.0%	25.0%
IKU8.10	PERCENTAGE OF ACCREDITED COURSE PROGRAM IN UNIVERSITY	69.6%	73.7%	77.8%	81.8%	85.9%	90.0%
IKU8.11	NUMBER OF INTERNATIONALLY ACCREDITED COURSE PROGRAM	47	47	57	57	57	94
IKU8.12	PERCENTAGE OF ACCREDITED LKP SKILL COMPETENCY PROGRAM	3%	6%	11%	17%	24%	30%
IKU8.13	PERCENTAGE OF ACCREDITED PKBM	1.3%	5.0%	10.0%	15.0%	20.0%	25.0%
IKU8.14	NUMBER OF PAUD LEARNING MODEL	2	2.0	2.0	2.0	2.0	2.0
IKU8.15	PERCENTAGE OF PAUD THAT INDEPENDENTLY DEVELOP LEARNING MODEL	24%	31%	38%	45%	52%	60%
IKU8.16	NUMBER OF PRIMARY EDUCATION CURRICULUM MODEL	17	19.0	19.0	19.0	19.0	19.0
IKU8.17	PERCENTAGE OF PRIMARY EDUCATION WORK UNIT THAT INDEPENDENTLY DEVELOP CURRICULUM	32%	39%	46%	53%	60%	67%
IKU8.18	NUMBER OF SECONDARY EDUCATION WITH CURRICULUM MODEL	7	11	11	11	11	11
IKU8.19	PERCENTAGE OF SECONDARY EDUCATION UNIT THAT INDEPENDENTLY DEVELOP CURRICULUM	33,5%	46%	57%	68%	79%	90%

The targets of Education Research and Development Program are achieved through the following activities.

- (1) Facilitate the Quality Standards and Accreditation;
- (2) Completion of the Learning System;
- (3) Provision of the Educational Data;
- (4) Provision of Information for Educational Policy Formulation;
- (5) Provision of Information for Educational Assessment;

(6) Management and Implementation Support of Other Technical Task of MoNE Research and Development.

